

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

October/November 2025**MARK SCHEME**Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	One mark
	Two marks
	Used to indicate a creditable point in levels-based marking
	The point is incorrect, perhaps factually, or the wrong word or point has been offered
	Used to indicate development
	Used where there is repetition of the same/an earlier point
	'Too vague', used when the response does not make the required point precisely enough
	'Benefit of the doubt', used to indicate marginal decisions where the point is not totally convincing but where credit is given
	The point is either unclear, illogical, or unconvincing in some way
nfp	No further penalty

Question	Answer	Marks
1(a)	Explain how Sarantown University would be <u>more</u> likely to recover the building costs if they were to choose Sarantown Select's proposal. Sarantown Select's proposal is within budget (1) and would accommodate <u>180 students</u>. (1) (180 students paying \$4000 rent per year) would cover (the \$2.1 million) build cost in roughly <u>three years</u>. (1)	2
1(b)(i)	With reference to the Additional Information <u>only</u>: state the <u>one</u> piece of information which suggests that Georg Walters' claim to offer 'fully costed construction plans' might be untrue. Point 13./ Barton Build's swimming pool project resulted in a large overspend because some of the design features required much more technical expertise and materials than had initially been evident from the plans submitted. (1)	1
1(b)(ii)	With reference to the Additional Information <u>only</u>: state <u>two</u> pieces of information which suggest that tourists may <u>not</u> wish to stay in the new building. Point 6./ The new building will be located some seven kilometres to the east of the city centre. (1) Point 9./The new building will form one part of extensive redevelopment work recently approved by the city planning department. (1) Point 16./ (There are good bus routes all over the city, although) buses in the east of the city are infrequent after 20:00. (1) 2 1 + 1	2

Question	Answer	Marks
1(c)	Apart from financial reasons, explain why Bilal Mendes-Smith is <u>more</u> likely to choose Sarantown Select to design the new student accommodation block. Do <u>not</u> refer to Barton Build. Answer in continuous prose. Credit any of the following or any other valid point: Sarantown Select's plan can house 180 and the university wishes to accommodate as many students as possible on the site. Sarantown Select was set up by former university students, so they are likely to be well in touch with the needs of (final-year) students in that particular city. The solar panels will provide energy for all the hot water and lighting required in the building, so the construction is likely to meet the required environmental standards/demands of the energy efficiency certification. Provision for bicycle storage links well with the transportation habits of students in the city. Their reputation for modern, functional design/intention to focus less on the exterior might well appeal to the young/student residents. The recent winning of the regional award suggests a high level of competence/flair/a growing reputation. The company has recently worked on both a high school's new computer and resource suite and a hotel, both of which would have significant similarities to the current project. The focus on quiet study spaces, including sound-proofing the walls/the lack of potentially noisy common meeting spaces might appeal to university staff as likely to improve results/performance and would likely appeal to final-year students preparing for their final exams. The idea for inwards-facing rooms facing away from the roads, thoughtfully takes into account the location on an ongoing development site. Wi-Fi connectivity is seen as essential, which is likely to be agreed on by/a priority for students. The state-of-the-art security system (linked to smartphones) addresses the issue of rising crime in Sarantown.	10

Question	Answer	Marks
1(c)	Bilal Mendes-Smith might think his nephew would have a good chance of a work placement/eventual job with the company, as he is about to start the architecture course/the firm offers such a scheme at present. Karen Stevens emphasises almost immediately her focus on the student experience and seems to have given a lot of thought to (final-year) students' priorities/thinks back specifically to her own experiences at that time.	

Levels	Marks	Descriptors
4	9–10	- Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification maintaining a strong focus on the main issues in the question. - Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. - Shows the ability to communicate clearly and accurately in a fluent and organised manner.
3	6–8	- Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. - Demonstrating some grasp of the nature of key issues but with a restricted range or a loss of focus leading to the inclusion of some irrelevant material. - Shows the ability to communicate clearly and accurately in a fluent and organised manner.
2	3–5	- Limited analysis shown in a response consisting of mainly undeveloped material. - A modest range of selected points, perhaps some of which are irrelevant or incorrect. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication.
1	1–2	- Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. - Limited range, dubious choice showing restricted appreciation of key issues. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication.
0	0	A mark of zero should be awarded for no creditable content.

Question	Answer	Marks
1(d)	Apart from any financial considerations, explain <u>four</u> reasons which suggest that Georg Walters has not read the contract brief properly. Do <u>not</u> refer to Sarantown Select. Credit any four of the following developed points or any other valid point: Plans were submitted later than the deadline (1), suggesting a lack of the reliability the university was seeking/lack of enthusiasm. (1) The suggestion of cafés in communal areas (1) goes against the university's aims to <u>house as many final-year students as possible</u>. (1) The university has mentioned necessary <u>shared facilities</u> in the brief (1) however Georg discusses en-suite bathrooms/(luxurious) communal facilities. (1) The plan to 'go upwards'/construct a six-storey building (1) shows a lack of knowledge of the latest local planning restrictions in that development area/the permitted maximum being three. (1) Air conditioning and high-specification entertainment features demand a lot of energy (1), so the building risks failing the energy efficiency certification. (1) He seems more focused on the tourists and conference attendees than students (1), but they would occupy the rooms for a maximum of 12 weeks per year/the students will be there 40 weeks per year. (1) Georg Walters' initial emphasis seems to be more on what the company likes to achieve/style/beautiful buildings (1) rather than focusing on the students' or client's needs. (1) He believes most university buildings to be unattractive boxes (1), suggesting he has not even visited Sarantown University's campus and its historic buildings. (1) Georg Walters claims he knows what students want (1), but recognises that times have changed/seems distant from young people. (1)	8

Question	Answer	Marks
1(e)	Explain how Bilal Mendes-Smith could have made the contract brief more specific. Credit any two of the following points or any other valid point: The brief does not specify a target number of rooms (1) or which shared facilities should be included. (1) Consequently, it is not clear what the priorities are for Sarantown University/what the companies need to achieve in their plans. (1) MAX 2. There is no mention of what the budgetary constraints or ‘other considerations’ might involve. (1) It is unlikely that any company will consider itself as not ‘reliable’. (1) The brief uses terms such as ‘ideally’ and ‘maybe’, suggesting the intended outcomes are not even known/fully clear to those commissioning the work. (1) The word ‘appropriate’ could be clearer. (1) It might well be difficult to envisage facilities which will appeal to both students and to conference guests/tourists. (1) 2 × 1	2

Question	Answer	Marks
2(a)	Identify <u>three</u> different informal language features in lines 1–3. Credit any three of the following: Use of colloquial/slang terms (1) Use of (two) rhetorical questions (1) Direct address/use of the second person (1) Contraction of ‘you are’ to ‘you’re’ (1) Incomplete sentences/missed auxiliary verbs (in the first two questions) (1)	3

Question	Answer	Marks
2(b)	Identify <u>three</u> reasons why an individual might consider quiet quitting (lines 9–16). Answer in about 30 words using continuous prose. Credit any three of the following: Workers are <u>unwilling</u> to do anything not clearly demanded in contracts / reflected in salaries. (1) There is pressure to <u>arrive early and work late</u> (1) and read documents / complete other work-related activities after hours. (1) Individuals can begin to have <u>negative feelings</u> regarding the workplace / their boss. (1) People prefer to have a work-life balance. (1) Examiners should place a vertical red line after 30 words but consider the remainder of any incomplete point which concludes within 35 words.	3
2(c)	Identify <u>four</u> of the ways in which the working from home (WFH) phenomenon has changed people's attitudes to work and leisure time. Credit any four of the following: The Covid-19-enforced lockdowns made working from home <u>commonplace</u> (1), which blurred the lines between work time and leisure time. (1) (As a result,) people questioned their values and priorities. (1) <u>Technology</u> enables <u>communication</u> to be <u>constant</u> (1), including <u>emails arriving over the weekend</u> which are a <u>distraction / hard to ignore</u> (1), and even <u>well-intentioned messages</u> received during <u>travel/holiday time</u> <u>intrude/pressurise</u>. (1) 4 × 1	4
2(d)(i)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases, as they are used in the material: most of us are eager to please (line 31) the majority are keen to make others happy (1)	1

Question	Answer	Marks
2(d)(ii)	Using your own words as far as possible, state the meaning of the following five phrases, as they are used in the material: even more so if we like our boss (line 32) in particular when the employee has respect for the manager (1)	1
2(d)(iii)	Using your own words as far as possible, state the meaning of the following five phrases, as they are used in the material: those who choose not to join in may be criticised (line 33) anyone not complying is likely to face censure (1)	1
2(d)(iv)	Using your own words as far as possible, state the meaning of the following five phrases, as they are used in the material: existing issues are never addressed (line 40) the (current) problems are not dealt with (1)	1
2(d)(v)	Using your own words as far as possible, state the meaning of the following five phrases, as they are used in the material: further burdens your colleagues (lines 41–42) causes their co-workers extra work/pressure (1)	1
2(e)(i)	Identify the exact word or phrase in the material which means the following: withdrawing (from) (lines 1–13) disengaging (from) (1)	1
2(e)(ii)	Identify the exact word or phrase in the material which means the following: sidelined (lines 30–43) marginalised (1)	1
2(e)(iii)	Identify the exact word or phrase in the material which means the following: (to) stop working (lines 39–57) (to) down tools (1)	1

Question	Answer	Marks
2(e)(iv)	Identify the <u>exact</u> word or phrase in the material which means the following: mutinous (lines 50–60) disaffected (1)	1
2(e)(v)	Identify the <u>exact</u> word or phrase in the material which means the following: harmful (lines 50–60) toxic (1)	1
2(e)(vi)	Identify the <u>exact</u> word or phrase in the material which means the following: (to) work beyond expectations (lines 61–71) (to) go the extra mile (1)	1
2(f)	In your opinion, suggest <u>one</u> example of a reward an employee might be able to negotiate with their supervisor. Justify your response. Credit any of the following developed points or any valid point. A pay rise/promotion (1) may show that their hard work and dedication <u>has been noted/recognised</u>. (1) Extra pay/overtime pay (1) is likely to recognise the extra hours of work outside of the contracted work hours. (1) <u>Additional</u> holiday time (1) might allow an employee to spend quality time with the family. (1) Appreciation (1) is likely to further motivate the employee. (1) Training paid for by the company (1) increases their employability and expands their skillset. (1)	2

Question	Answer	Marks
2(g)	In your opinion, explain what is meant by the following quotation: ‘You can’t change someone who doesn’t see an issue in their actions.’ (Unknown). Do <u>not</u> repeat material from Section B. Credit any two of the following or any valid point. When others believe that their behaviour is without fault, they will be unwilling to make changes. (1) People need to understand that they can be wrong and there is room for improvement. (1) Until a person takes responsibility for their actions, they, or those around them, are unable to address it. (1) For example, someone unable to limit their budget in line with their spending despite constant advice. (1)	2